DOCUMENT RESUME

ED 148 801 95 SP 012 070

TITLE	Physical Education, Part II. Options in Education, Program No. 100.
INSTITUTION	George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
SPONS AGENCY	Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	28 Nov 77
NOTE	21p.; For related document, see SP012 014
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Athletics; Dance; *Educational Finance; Educational Objectives; *Educational Radio; *General Education; Historical Reviews; *Physical Education; *Program Descriptions; Teacher Education; Urban Education

ABSTRACT

This transcript of a National Public Radio broadcast discusses current affairs in the area of physical education (PE) in United States school programs. Topics covered include: differences between American PE today and its European forerunners, creativity in PE, dance and movement, inner city PE, PE teacher education, financing priorities for spectator and participant physical activities, athletics in a Michigan school, program expansion in the face of budgetary restrictions, sports at Ohio State University, goal conflicts between winning and losing, between striving for well-rounded players and well-rounded citizens, and the emphasis on sports in a Nebraska town and a Virginia town. (MJB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148801

OPTIONS IN EDUCATION

PROGRAM TRANSCRIPTS OF
A WEEKLY SERIES BROADCAST BY
MEMBER STATIONS OF
NATIONAL PUBLIC RADIO

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Merrow

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Program No. 100: "PHYSICAL EDUCATION"
PART II
November 28, 1977

A CO-PRODUCTION OF NATIONAL PUBLIC RADIO AND THE INSTITUTE FOR EDUCATIONAL LEADERSHIP OF THE GEORGE WASHINGTON UNIVERSITY. PRINCIPALLY FUNDED BY THE NATIONAL INSTITUTE OF EDUCATION. ADDITIONAL FUNDS PROVIDED BY THE CORPORATION FOR PUBLIC BROADCASTING AND THE CARNEGIE CORPORATION OF NEW YORK.

SP012 070

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1-2
PHYSICAL EDUCATION AND HOW IT COMPARES WITH THE NEW APPROACH - Marjorie Blaufarb, the Information Director of American Alliance for Health, Physical Education, and Recreation	2
THE NEW PHYS ED AT SLEEPY HOLLOW ELEMENTARY SCHOOL - Gerry Gripper, physical education teacher; and students from Sleepy Hollow	2-3
THE NEW PHYSICAL EDUCATION ALLOWS CREATIVITY - Marjorie Blaufarb, the Information Director of AAHPER	3-4
DANCING IN WEST DES MOINES, IOWA - Jackie Moen, art teacher at a West Demoines junior high school; Don Barnes, PE teacher at the junior high school in West Des Moines	4-5
TO INNER-CITY KIDS, SPORTS ARE MORE THAN JUST GAMES - Rick Telander, author of Heaven is a Playground	5-6
TRAINING THE NEW PHYS ED TEACHERS - John Newman, Acting Director of the Division of Health, Physical Education and Recreation at Springfield College in Springfield, Massachusetts; Bill Considine, Coordinator of the Undergraduate Physical Education Division at Springfield College	6-8
STATUS OF THE NEW PHYS ED ACCORDING TO CHIEF STATE SCHOOL OFFICERS - John Porter, Chief State School Officer of Michigan; Carolyn Warner, Chief State School Officer of Arizona; Craig Phillips, Chief State School Officer in North Carolina; Robert Schrader, Chief State School Officer of Wyoming	8-9
ATHLETICS AT EAST LANSING HIGH SCHOOL IN MICHIGAN - Al Rufe, Athletic Director of East Lansing High School in Michigan	10-11
EXPANSION IN THE FACE OF DWINDLING FINANCES - Athletic Director for the Upper Arlington schools in Ohio, Dick Fryeman	11-12
A LOOK AT OHIO STATE UNIVERSITY - John Fuller, Athletic Department Business Manager; Don Cook, University's fundraiser for the Athletic Department	12-13
SOME RESULTS OF OUR 'SPECIAL TREATMENT' OF ATHLETES - Thomas Hill, former bronze medal winner in the Olympics, and now athletic counselor in Jonesboro, Arkansas	13-14
THE NEED TO KEEP WINNING AND LOSING IN PERSPECTIVE - Mickey Holmes, Commissioner of the Missouri Valley Athletic Conference	14
GOAL: WELL-ROUNDED PLAYERS OR WELL-ROUNDED CITIZENS - Roger Tolman, basketball coach in West Lafayette, Indiana	14-15
HOW ATHLETES RATE IN MAYVILLE, NORTH DAKOTA - Students of the high school	15-16
FAIRFAX HIGH SCHOOL IN FAIRFAX, VIRGINIA - Physical education teachers Pat Jones, Ann Bellos, and Al McCullock	16-17

"Copyright © 1977 for National Public Radio and the Institute for International Leadership"

"PHYSICAL EDUCATION"

PART II

MERROW: I'm John Merrow.

BLAIR: I'm Wendy Blair, and this is OPTIONS IN EDUCATION.

MERROW: Maybe we should call it OPTIONS IN PHYSICAL EDUCATION.

BLAIR: Jumping jacks, or rock climbing, pushups, or yoga.

MERROW: Should we sit in the stands and watch the varsity team, or should we all be out there playing?

BLAIR: Our question this week: what's the goal of school phys ed?

* * *

WARNER: The fact that many of our children will never be extraordinarily proficient, will never be major competitors in a specific sport is something that we have to deal with because they need physical education opportunities as well as those who have prowess in football, basketball, track, or whatever.

CONSIDINE: You know, if we talk about good health, or something way down the road, I think that they need to be exposed to the, you know, the intramural sports, or the individual sports, the carryover type of sports. And I don't know that we're doing... we're doing a much better job than we've done in the past, but still a long ways to go.

STUDENT: Our high school team is really bad, and they had no spirit at all, and they never won any...we lost half of our games, lost more than half, most of our games. And you know, you don't get anybody to come. Nobody really cares. So, you know, the team spirit is...you have to win to get some kind of spirit.

CONSIDINE: I'm afraid I'd have to say that the real interest is in the competitive sports, and winning. Now, I'm not saying that that's the way it should be, but if I had to give a candid viewpoint of what's happening, I'd say that they're out to win.

JONES: Handball, racketball, squash, things that they can do after they've left these hallowed halls and are out on their own. Because this is where they're gonna really get into needing to have some physical activity.

BELLOS: It's not just enough to come to PE class everyday and dress out and participate in what's being offered. They have to think about their future and what they're going to be doing 10 or 15 years from now to keep the body in the shape that it should be so that they can enjoy life to its fullest.

* * *

MERROW: During this special OPTIONS IN PHYSICAL EDUCATION, we'll be taking you to phys ed classes in Virginia, North Dakota, Iowa, Massachusetts, Michigan and Ohio. We're looking for what people are calling the "new physical education" with its emphasis on individuality, participation, teamwork, enjoyment, lifelong sports, and generally humanistic values.

BLAIR: The new phys ed rejects the win at any cost approach and the idea that only the best should play.

MERROW: For some history of school phys ed generally, we went to the American Alliance for Health, Physical Education, and Recreation in Washington. Wendy talked about phys ed with Marjorie Blaufarb, the Information Director of AAHPER.

PHYSICAL EDUCATION AND HOW IT COMPARES WITH THE NEW APPROACH

BLAUFARB: See, physical education in the United States, on an organized basis, really grew out of some of the European systems, and in particular, the German system which did emphasize teams, a militaristic outlook, instant obedience and large classes. Now...

BLAIR: And precision, speed, very mechanical things really, trying to make humans into machines, or into wonderfully honed, perfect organisms.

BLAUFARB: Exactly. This is just what they did.

MERROW: The new phys ed, Marjorie Blaufarb says means smaller classes and individual attention.

BLAUFARB: We talk about movement education which is just a word for saying that we are teaching children to learn how to move within their own space, that they have a...they learn that they have a space, that there are many movements that they can perform; and as they perform them, without consciously learning that this is what they're doing, they're learning all the things that you need to do for your whole lifetime. They're learning how to run well, how to throw a ball properly. They're learning just how to...even how to work with correct posture. Now, in the old PE, when they were doing calisthenics and jumping jacks, they weren't learning these things, they were learning to be good little soldiers.

MERROW: Marjorie Blaufarb of the American Alliance for Health, Physical Education and Recreation in Washington. So, no more "good little soldiers" in the new phys ed.

BLAIR: So, we went in search of the new phys ed. First, I visited Sleepy Hollow Elementary School in Fairfax, Virginia.

MERROW: There, phys ed teacher Gerry Gripper was working with second graders on body movement.

BLAIR: They began with a discussion of what muscles feel like when they're tensed for action, and what they feel like when they're relaxed.

THE NEW PHYS ED AT SLEEPY HOLLOW ELEMENTARY SCHOOL

GRIPPER: ...make a fist. All of this is going to culminate in a creative dance unit. What I'm going to do is to have the children, to music, do, let's say, a smoother flow across the floor at a low level, but in tempo to the music. And we'll create dances with the terms that we reinforce and put them to music.

BLAIR: Then Gerry Gripper spread his pupils at random out around the

gym. They moved around using the various movements they'd worked on -- running, leaping, skipping, crawling, and so forth -- concentrating all their attention on how their muscles felt as they moved.

GRIPPER: It can be summed up fairly briefly: with the traditional version of physical education, the end product was to "play on a sports team, or to play on a team," and that was the one criteria pretty much about which a person was judged. You know, you would go to gym, or phys ed, or PE and theoretically would learn skills that were leading up to your becoming part of a team; and if you didn't make the team, well, you know, you were "considered a failure." And the problem with that is that probably no more than five per cent, or four per cent of the total population will ever play on an organized athletic team. So we really were channelling, you know, the energy as well as financial end of it into a very small portion of the population. That was one problem. The other problem was that those people that were attempting to play on athletic teams, it was found that they did not have basic movement skills: a lot of children did not know how to run, or to run backwards, or to skip, or to hop. So we had to take a new emphasis and back up and teach basics first, and then go into more specialized things.

I try to teach my kids that you are a moving organism, that you will be moving from the moment that you are born until the, until you're not living anymore. You know, when you're sleeping, you're still moving; if you're eating, you're moving; if you're turning pages in a book, you're moving; if you're following print across a page, you're moving. And my job is to try to teach children to become more efficient at movement, period, rather than movement just to have been a sports domain, movement in all the realms.

CHILD: Jumping, skipping...

CHILD: ...and walking. We've been learning about heavy and light.

BLAIR: What is there to learn about heavy and light?

CHILD: Getting your muscles tight.

CHILD: Why is...when a feather or a leaf is falling down from a tree.

CHILD: Last year we learned about how to stand on our heads, and now I've been practicing it at home, and I'm getting real good at it now. Most people can't do it. My mom and dad can't do it. At home I've been practicing about cartwheels, and then this day last year, Mr. Gripper taught us to...he taught us how to do cartwheels.

BLAIR: So it's a varied program. You don't just do sports by any means?

CHILD: No, sometimes you, you just dance. Like, he lets you do square you do square dancing later in the year, and if you do a good job in that, he lets you just flop around and make...do it fun to the music.

MERROW: Students at the Sleepy Hollow Elementary School in Fairfax, Virginia. They're in a new phys ed program taught by Gerry Gripper.

BLAIR: Creativity is a key element in the new phys ed, according to Marjorie Blaufarb, of the American Alliance for Health, Physical Education and Recreation.

THE NEW PHYSICAL EDUCATION ALLOWS CREATIVITY

BLAUFARB: People have begun to think much more in terms of helping chil-

dren to be creative in what they do. But it's also because of the creativity that people search for these days in all areas of education. But it was in some ways both easier and harder to bring that into physical education. But there's also now the real opportunity for children to create their own games, their own movements, their own dances. I'm not going to say this is the kind of thing that the National Ballet is interested in, but it's still a dance on the level of a child, and it's still a creative movement that allows the child to express fear, triumph, love, every kind of emotion.

MERROW: Marjorie Blaufarb of AAHPER in Washington.

BLAIR: John's search for the new phys ed took him to West Des Moines, Iowa. The National Ballet may not be interested in these dances, but that doesn't even cross people's minds here.

* * *

DANCING IN WEST DES MOINES, IOWA

MERROW: This is the gym class of a junior high school, and these are seventh and eighth graders. Actually we're in the cafeteria, and the kids are doing an exercise in coordination and rhythm. There are a series of pipes on the floor; kids on either end of them, and the kids move the pipes; and other kids are in line, and they have to jump in between the pipes in time to the music because the pipes are moved as the music...with the music. And the kids have to do a dance as they do it: it's a step, step, hop, hop, step, step, with their hands on their hips, twisting as they do it. Some kids are going east to west, and others are going west to east. When they get to the end of the line, they go back and forth. There are three phys ed teachers here, including a very robust man, wearing a green knit cap with a megaphone, and what he does is give instructions to the kids. And there are two other phys ed teachers who are clapping their hands. Most of the kids have got it, doing all right. There's one kid who reminds me of me when I was that age, kind of clutzed it up a little bit, lost his place, but he stopped and got his place again and kept on going. It must be teaching rhythm and coordination, and I'll bet it's teaching it very effectively. Not only that, it looks like a lot of fun.

BLAIR: That's the new phys ed in action. There were three teachers, but only one was a phy ed teacher: one was the art teacher, the other the music teacher, and they're working together.

MERROW: The art teacher, Jackie Moen, calls the activity "Tinikling." It's a Filipino folk dance, an imitation of a native bird, the Tinikling. The music is decidedly not Filipino, as you heard.

MOEN: We're trying to teach them how the arts relate themselves, how music and physical activity go together, and how we can put the art into a mural in the background of their daily living, and how we feel that these three programs go together.

MERROW: And you looked as if you wanted to be out there. I noticed that you were moving and jumping...

MOEN: (Laughing) We've all been doing it. We learned how to do it, and then we taught the children. Mr. Hayes from Willard School came over and demonstrated, the Willard School "Tiniklers" came over and taught some of our group after we learned, and then they taught the rest of us. So we kind of all worked together.

MERROW: Did you say the Willard School "Tiniklers"?

MOEN: Uh huh, uh huh. There's a group.

MERROW: A Filipino folk dance club in the middle of Des Moines, Iowa?
(Laughs)

MOEN: Well, yes. And there is an actual Filipino club that's here that demonstrates. We've had some people from the Philipines come in and talk to our students and tell us about it, and so on.

MERROW: Later, I talked to the PE teacher, Don Barnes.

BARNES: Yeah, I felt very good about my program until this year in PE, too, you know. It's not that, you know, I felt that, you know, I wasn't doing a good job there, but this adds to the program. I mean to have the music.... we can do most of the activities that you would do in PE with music, and to me that's just adding to what you already have. And so, that aspect, and also, you know, you've got to evaluate the situation you're in. The situation we're in, we've got kids from a higher economic group. And we're not from the inner-city; we're from a suburban area. These kids have the West Des Moines Recreation Department who has a full program in football, basketball, any of the athletic events that you're talking about. So, you know, I don't feel necessarily that I have to teach those skills as much as I would if I were from an inner-city where they had no recreation department.

BLAIR: Don Barnes, a PE teacher in West Des Moines, Iowa, talking about the new phys ed.

MERROW: As he said, sports are different in the inner-city. There the idea of a new phys ed, teaching modern dance and movement, might strike kids as ludicrous, cause sports are not just a way to stay healthy.

BLAIR: They're a way out, an escape route. For a lot of inner-city kids, professional athletes are role models, football or basketball players who may have started out in the same environment. These stars rode their athletic ability out of the ghetto, and many kids hope to do the same.

MERROW: Scott Simon talked to Rick Telander, author of Heaven is a Playground. Telander says basketball in the inner-city is much more than just a game.

TO INNER-CITY KIDS, SPORTS ARE MORE THAN JUST GAMES

TELANDER: There was a sense that they were creating things that were transcending this gritty little playground that, you know, this bottle-strewn place. And there were moments where the accomplishment, maybe not winning the game or anything, but their very personal accomplishment where they had for a moment -- you could see in their eyes -- that they had transcended the elements that surrounded them. And that was probably...that goes beyond play, that goes beyond everything really, and that got to...I mean that could be art, almost. And I did see that, but I saw a play be very ugly, and I saw it be very ponderous, and I saw it be just routine. I saw it, you know, on all levels. Everything it could be, I think, I saw. I saw kids who couldn't make it become bitter, become, become outcasts; and I saw players who couldn't make it...one player in particular, I remember, who literally went off the deep end, and I don't know if he was, you know, in a mental hospital or what, but he absolutely could not take the fact that basketball wasn't going to, wasn't, you know, this fairy godmother's wand that was going to recreate him and make him whole and good.

BLAIR: Telander says inner-city kids know they have to use their

brawn, their physical ability, to get an education to open doors.

TELANDER: I remember one kid who played on this basketball team that we had, that I ended up being the coach of -- The Subway Stars. We just used to tour around. This one guy was a very intelligent kid, and he used to use, you know, million dollar words all the time, a lot of words that I didn't even know what he was using. He was just 15 or 16, but he did have...he wasn't a great basketball player, but he did have an element of respect from the players because of that. Because at the immediate level what these kids wanted to do was to get into good high schools -- you can do that in New York -- and then after that, they wanted to get college scholarships, or get to college somehow. And this, you know, so the sport was tied in with educational advancement and intellect. So there wasn't just this blind you were either an athlete, or you were a, you know, a brain, a scholar. There was sort of a blending of the two; and if you had them both, I think, even at this ghetto level, you were looked up to.

BLAIR: Rick Telander, author of Heaven is a Playground, talking with Scott Simon in Chicago.

MERROW: So the new phys ed apparently hasn't reached the inner-city. It has, however, reached many of the colleges and universities where PE teachers are trained, according to what we've heard.

BLAIR: Tom Looker has a report on training to teach the new phys ed at Springfield College in Springfield, Massachusetts, where the game of basketball was invented! Springfield College has more than 2,000 students, half of whom are enrolled in the Health, Phys Ed and Recreation Degree Program.

TRAINING THE NEW PHYS ED TEACHERS

NEWMAN: Historically, in the past, we may have dwelled a little bit too much on the emphasis of the physical, and not enough on the education. And I think now we're coming into consort with the idea that we are educators first, and have an obligation through the physical activity to contribute to that person's total education. And that's why we've got to be conscious of teaching activities that they can use after they leave an educational setting.

LOOKER: Ballroom dancing has been offered as part of the Springfield College training for physical education and recreation teachers for some years, along with courses you might expect, like gymnastics, football, volleyball, and so on. But the next generation of phys ed teachers can now also take courses in bowling, bicycling, judo, and some other rather unusual disciplines.

John Newman is Acting Director of the Division of Health, Physical Education and Recreation.

NEWMAN: In the profession, we call this the "new physical education." We now have such activities in our program that were almost unheard of ten years ago: mountain climb...rock climbing, hiking and back-packing, cross-country skiing, karate, relaxation, scuba diving, boating and canoeing, to name a few.

LOOKER: A course on relaxation? Newman explains that it's one of the most popular offerings. In the course, a variety of techniques are presented for reducing muscle tension.

NEWMAN: Migraine headaches, lower back, there's a whole syndrome of ills that we all know, that we think in physical education we can do something to prevent.

LOOKER: So it's conceivable that one of your phys ed graduates would go on and teach a course, and elementary school kids would be doing "relaxation"?

NEWMAN: Hopefully.

LOOKER: Bill Considine, Coordinator of the Undergraduate Physical Education Division, explained some other activities which future PE teachers are now learning, and which they will be taking with them into their future school jobs.

CONSIDINE: An Outward Bound Program, for example, what we call "adventurous outdoor activities," this is a new approach to physical education that is based on the idea of building a self-confidence and increasing the self-image of every individual. As an example, having them walk a 30 foot cable that's suspended 40 feet in the air. Now they are balleted by ropes, and whatever...

LOOKER: That sounds not unlike things people would do in the Army, and yet, the way you talk about it is quite different.

CONSIDINE: It is, because the approach in the Army was, you will do this, and you will not be afraid. The new approach is try it, see whether you can succeed. If you succeed, it's because of you, not because of somebody else pushing you out the door.

LOOKER: In general, physical education professors at Springfield College say that their PE students are now learning to de-emphasize team sports, though they also believe there will always be a place for traditional competitive athletics in the schools.

What's caused this change in focus in physical education? Bill Considine talks about it in historical terms.

CONSIDINE: In the late '60's and early '70's, physical education on the college and university level was challenged, and the required programs were dropped. As a result,to get takers, physical education programs had to make their programs attractive so that students would elect the activities that they offered in their programs. That individual is now a parent, and he has the expectation that their children will be afforded those kinds of opportunities. In the not too distant future, I would anticipate, in some states, the elimination of mandatory physical education programs. In other words, required physical education will go out the window in the public schools. In its place, though, will be an elective program, and that will force an even more radical change in the physical education programs at the public school level. We can't sell the school population on the idea that they're all going to become active football players, but perhaps we can sell them on the idea and equip them with the idea that they can be active joggers, or active canoeists, or active hikers, or active cyclists, or whatever. That's something that's within the physical capabilities of almost everyone.

LOOKER: It keeps sounding to me when I...the more I hear about the new phys ed, that this is requiring a lot more of phys ed teachers than the old phys ed did.

CONSIDINE: If I'm told that I should execute 100 situps because it's good for me, I might not at this day and age be willing to accept that. I want to know what it's doing to me, and why that might be a positive effect; and if you don't have that ability as a physical educator to explain it to me, I might not accept it.

LOOKER: The old authoritarian coach who just said go out and do that, just can't work anymore.

CONSIDINE: No it can't, and I'm glad to see it dead and buried, I hope.

BLAIR: Bill Considine, a professor of phys ed at Springfield College in Springfield, Massachusetts. That report for OPTIONS IN EDUCATION by Tom Looker.

MERROW: The new phys ed often includes what are called "new games," and now there are new games tournaments. The slogan is "play hard, play fair, nobody hurt." And the games include "Pretzel," in which 20 or so people get themselves as tangled as possible, and then untangle.

BLAIR: Another game is "Crab Soccer" in which the soccer ball is about eight or ten feet in diameter.

MERROW: "People Pass" sounds like fun: about 25 people in a line, and the first person gets picked up and passed up in the air, down to the end of the line. Then the second person gets a ride, and so forth. You've got to trust your teammates, that's the key.

BLAIR: Bill Considine of Springfield College thinks the old phys ed may be dead and buried. Well, maybe, but maybe not.

MERROW: I talked about phys ed with the top education officials of several states recently. I asked them specifically, "What would happen if the school athletic budget had only $700 left, and the football coach wanted it for shoulder pads, and the phys ed teacher -- one of the new breed -- wanted it for tennis rackets, or ballet slippers?"

BLAIR: Here's our instant survey of the nation. First, John Porter, Chief State School Officer in Michigan.

STATUS OF THE NEW PHYS ED ACCORDING TO CHIEF STATE SCHOOL OFFICERS

PORTER: If that football coach has a winning team, he's going to get the $700. If that football coach is like Northwestern, you know, or hasn't won one game in 22 outings, or has won only one game in 23 outings, then the chances are that the $700 will go to the intramural program and to buy the additional tennis rackets. I think that's the way it will be responded to. It will not be, in many instances, a philosophical decision: it'll be based upon the gut level decision of what's going to buy the greatest amount of support.

BLAIR: John Porter of Michigan. Next, Carolyn Warner, Chief State School Officer in Arizona.

WARNER: In all likelihood, the decision would be made on the basis of increasing the gate at the football games, and causing them to begin to raise more of their own funding for the athletic program.

MERROW: Ok, I'm the coach, I say to you, "Well listen, you give me those new shoulder pads, that'll boost the morale, the team will win, we'll get more money at the gate, and then they can use that money to buy those damned ballet slippers!"

WARNER: (Laughs) I have a feeling that in this day and time, the ballet teacher may come out on the longer end of the stick. The public support the spectator sports receive is growing also. It is not diminishing, and it is my view that many school boards are finding new ways to encourage greater par-

ticipation of the parents of the students in the school in the athletic activities, thereby, increasing the gate. And in those cases that I'm quite familiar with, they are placing the emphasis upon athletics to become more self-sufficient and more self-supporting, in order that the other programs, which do not raise revenue, are supported.

MERROW: Headline: "Superintendent Warner favors ballet over football in high school."

WARNER: Never. I will never make such a statement, but I will say that Superintendent Warner favors both ballet, physical activities, intramurals, motor and developmental opportunities for youngsters, as well as competitive sports.

BLAIR: Carolyn Warner of Arizona. Next, Craig Phillips, Chief State School Officer in North Carolina.

PHILLIPS: Number one, you've got to look at the source of that 700 bucks. If it is a part of the athletic fund which primarily now still in North Carolina is outside the framework of the tax dollar, it would go for athletics. But if it's physical education dollars, if it's the true investment of the tax dollar, then it would go for the physical education material. And what we're trying to do is push it to state level for more direct funding. We now have an ADM allocation that at least we get average daily membership to the local system for the purposes of physical education right now in K through 6. But, I think, the whole question there relates to what is the source of the funding on it. There's still a clear distinction between physical education, as it deals with every youngster; and then we begin it right in the elementary school, and that's where we're trying to put some of our new dollars. And physical education in the middle grades, and in the high school is a separate activity from, from the athletics that go on in terms of inter-scholastic athletics and the rest. And right now, they're funded separately, and the athletic program is primarily funded out of dollars that come out of that program. There's a transition taking place. My own belief is that someday we ought to be funding the total activity -- athletics, physical education, and all the rest -- out of tax dollars; it ought to be supported that way. And we began some of that in Winston-Salem when I was superintendent there a number of years ago.

BLAIR: Craig Phillips of North Carolina. Finally, Robert Schrader of Wyoming.

SCHRADER: Well, (laughs) let's face the fact, if it were a matter of priority here, I think that we'll probably get football pads before we get ballet slippers. No question about that.

MERROW: Well, you don't have to use ballet slippers, you can use something that's not quite as...let's just say tennis rackets.

SCHRADER: Yeah, well, yeah, you know, we have to admit that certainly the priority is going to be on the inter-scholastic sport. That's the demand of the public, and the school is a political entity; they're going to react to the demand of the people. I think, though, that the people themselves, the public themselves, are realizing the value of the carryover activity, and the people themselves are realizing that a high priority has to be placed there. We have, we have excellent tennis and golf and swimming programs throughout the state that we did not have, you know, ten years ago.

BLAIR: Robert Schrader, Chief State School Officer in Wyoming. John talked with those top state education officials at their annual meeting in Chicago recently.

MERROW: You're listening to OPTIONS IN EDUCATION.

BLAIR: This week it's really OPTIONS IN PHYSICAL EDUCATION.

MERROW: And at the end of this program, we'll tell you how you can get a transcript, or a cassette of the program.

BLAIR: And a free schedule of what's ahead as well.

MERROW: That concludes our half-time activities, now back to the action on the field.

* * *

BLAIR: So competitive varsity sports are still the top priority according to those state officials. Perhaps they'd take a closer look at the new phys ed if they knew it might be cheaper, as Marjorie Blaufarb claims it is.

MERROW: We've been wondering how much a school, or college spends on phys ed and where the money comes from. We asked reporters in Ohio and Michigan -- two football states by any standard -- to find out who spends what, and where the money comes from.

BLAIR: First, Steve Jensen reports on the athletic budget at East Lansing High School in Michigan.

ATHLETICS AT EAST LANSING HIGH SCHOOL IN MICHIGAN

JENSEN: In terms of the objective standard of a won-lost record, East Lansing High School had an excellent football team this past season, finishing with a ten and one record, losing only in the State High School Championship Tournament. By another objective standard, it cost East Lansing High School, and ultimately the taxpayers, nearly $23,500 to produce that football team. This represents slightly more than 20% of the total athletic budget for the school. The operating budget for inter-scholastic sports at East Lansing High School this year is $68,347. Added to this are the salaries of the coaching staff. Salaries is somewhat of a misleading term, since there are no full-time coaches, only teachers who earn extra money by coaching. There are 49 such positions, totalling $52,250 for a grand total of $120,597. This represents only about one and a half per cent of the school's total budget, and is by no means unusual for a class A or large high school in Michigan.

Out of this budget, East Lansing High School operates 21 different inter-scholastic teams, plus a cheer leading squad. On the plus side of the ledger, football brings in the lion's share of the $23,550 in income produced by the sports program. Ticket sales for football games generate $9,000, plus an undetermined portion of the $8,000 worth of activity tickets sold to students, which allows them entrance into all activities.

Two obvious items make up the bulk of the costs other than coaches fees: transportation and equipment and supplies account for almost $40,000 in expenses. But there are a number of other smaller items which do add up: such as $640 to keep an ambulance on hand at football games; $560 in tow fees for the skiing team; $200 for membership in the local wrestling boosters club; $300 for scouting other teams; $1,700 for filming football and basketball games; $1,100 in entry fees and conference dues; $1,200 for insurance; $6,600 for officiating at the games; $290 in greens fees and contributions to the local country clubs for the boys' and girls' golf teams; $1,500 for awards; and $5,000 for custodial help.

No high school sports program is ever self-supporting. The

$97,000 short fall is made up by the board of education, and ultimately by the tax payers. In this regard, East Lansing High School Athletic Director Al Rufe feels the school has been fortunate. But then, money isn't the only determining factor in a successful program.

RUFE: As far as support from our community in East Lansing, we've been very fortunate. The community of East Lansing has supported education, and our board has seen fit not to use athletics as a whipping boy. They have never gone out and said if you don't pass the millage, we'll drop football, for example. I hope we always stay that way. I hope football and all the rest of our programs are integrated into the educational institution in a way that they're an integral part, and not a frill or an extra thing that's tacked on: if you're good kids, we'll give you candy.

JENSEN: While football does get the bulk of the dollars in East Lansing, the rest of the sports program doesn't rely on football. Rufe says football is low key at East Lansing High School, and without it, he feels the rest of the sports program would simply continue as it has been. Roufe sees diversity as being the key, providing a number of sports to allow as many students as possible to participate. This is somewhat borne out by the fact that last year,726 different students participated in inter-scholastic sports. That's almost 50% of the total school population. For those other students, the intramural or in-school sports program is available. By contrast, however, funding for the intramural program is minimal. Supplies are taken out of the physical education department, and the primary expense is for personnel to monitor the events. The real problem with intramurals, Rufe says, is more one of space.

RUFE: It would be helpful to have more room, to have more room so that we could have more intramural athletic activities. I don't think the emphasis on inter-scholastics, though, interferes with having a good intramural program. We find that students don't flock to the intramural activity; but if we take the same activity and turn it into an inter-scholastic activity, we'll have a lot more students there.

JENSEN: Al Rufe, Athletic Director for East Lansing High School.

BLAIR: That report from Steve Jensen of WKAR, East Lansing, Michigan. Next, we hear from Dave Garick on the athletic budget at Upper Arlington High School, a Columbus, Ohio suburban school, where $91,000 a year is set aside for the athletic program.

EXPANSION IN THE FACE OF DWINDLING FINANCES

GARICK: Dwindling finances are one of the biggest problems facing schools in many communities today. The end result of the financial crunch is inevitably cutbacks in programs. But in some school districts, extracurricular activities are expanding, and they're doing it without additional cost to the tax payer. For a good example of how that can be done, take a look at the Upper Arlington schools. Upper Arlington is an affluent, medium-size suburb of Columbus. Its high school has over 1,900 students. Those students are participating in one of Ohio's most extensive inter-scholastic sports programs, and it's all self-supporting. Last year, the Upper Arlington Golden Bears fielded teams in 19 sports: ten for boys, nine for girls. To support those teams, the school spent over $91,000, but none of it was tax money: every dollar of that was raised through gate receipts for the school's athletic events, primarily football and basketball. Together, those two sports spent about $40,000 of the athletic budget. The remaining $50,000 made possible a high level of financing for the other 17 sports at the high school, and even provided for such things as transporting the band to away games.

Some 20 part-time coaches participate in the sports program in

Upper Arlington. They work for Athletic Director, Dick Fryeman.

FRYEMAN: We do have an exceptional amount of good student attitude, from enthusiasm of them in their practice, their dedication to each sport; along with that, the parents who are willing to back the students and support it; plus, we have an outstanding boosters' club who support the total program of athletics, and also in some other areas as well.

GARICK: Do you think that what is happening here at Upper Arlington could be duplicated at just about any other high school?

FRYEMAN: I think, obviously, you have to have a lot of student interest, and the community backing the program; but, obviously, you have to have a winning team in the way of football and basketball to bring the fans. If you do not, obviously, have that, then it makes it very difficult to bring in very much money if you do not have winning teams. So obviously, that's one of the key factors of our success.

GARICK: Upper Arlington High School Athletic Director, Dick Fryeman. Of course, not all high schools can do what Upper Arlington does for its athletic programs, but this is an indication that community interest can help schools to maintain extracurricular programs, in spite of increasing pressure from inflation.

BLAIR: That report for OPTIONS IN EDUCATION from Dave Garick, WOSU, Columbus, Ohio.

MERROW: Columbus, Ohio is the home of Ohio State University, a perennial power in college football. During the fall, anyway, the Buckeyes are king, and Woody Hayes, the football coach, makes more news than the University President and all the deans combined. The entire Ohio State University has an annual budget of more than $382 million. The athletic budget is a mere $7 million, and football brings in a lot of that.

BLAIR: Jim Waltermire has looked over the athletic budget for us. Here's his report on how Ohio State is keeping up with rising costs.

A LOOK AT OHIO STATE UNIVERSITY

WALTERMIRE: The Ohio State University is the state's largest land grant institution, with more than 51,000 students on the Columbus campus. Seven hundred forty-one of those students are involved in a 30 sport, varsity athletic program that has a budget this year of more than $7 and a 1/2 million. But inflation and the federal Title IX regulation banning sex discrimination in education have contributed to rising costs, as OSU's Athletic Department Business Manager John Fuller explains.

FULLER: Well, it's increased our expenditures. We've had to...added new coaches, we've had to add new transportation vehicles and so forth. It has increased our costs.

WALTERMIRE: Ticket sales for football and basketball provide the bulk of Ohio State's athletic revenue, but the University also earns money from concession and program sales, parking fees, and television and ball game commissions. TV revenues this year will amount to $185,000. And Fuller says, each home football game earns another $300,000. Still, he says, fund raising is a necessity; and this year that's being done by Don Cook, who works through the University's Development Fund.

COOK: The spiraling costs and the inflation has caused the Athletic

Department to look ahead, and that in order, at the present time, they're in the black. And in order to stay that way, they felt that they'd have to look to the private sector for support in the future.

WALTERMIRE: How much money are you hoping to raise this year?

COOK: Well, we'd like to raise, our goal is $500,000; and this year I'm sure we'll raise, maybe, $300,000 or $400,000. But next year, I'm sure, that we'll raise the $500,000.

WALTERMIRE: Because its football team is highly publicized, Ohio State is often criticized for over-emphasizing that sport at the expense of others. But although the Athletic Department does not support or administer the University's vast intramural program, it does support 27 sports, ranging from synchronized swimming for women, to fencing for men. I asked Business Manager John Fuller what would happen to the varsity sports program if OSU were forced to de-emphasize football.

FULLER: I think it would be, intramurals would be pretty much eliminated. I mean the program would be because football, from our $7 million plus budget, football, through ticket sales and related revenues, brings in about $4 and 3/4 million of that.

WALTERMIRE: So, varsity athletics is big business at the Ohio State University, as it is at most of the country's major schools. And basically the program -- a multimillion dollar physical plant and a staff of 40 coaches and 30 sports -- are supported by the football team, with some revenue produced by basketball and ice hockey. The program is self-supporting, using no tax-generated funds. There is little doubt, however, that the continuation of the current program depends upon the gridiron success of OSU's football legions.

BLAIR: That report from Jim Waltermire, WOSU, Columbus, Ohio.

MERROW: Keep in mind that Ohio State and the University of Michigan -- its bitter rival to the north -- are just about the only two college football programs in the country that actually do make money. We've been told that most college athletic programs are rip offs. Students have to pay the athletic fees, but that doesn't guarantee them tickets -- only the right to stand in line. There are many more students than there are seats in the bleachers.

BLAIR: Sometimes our society's "special treatment" of athletes boomerangs. Thomas Hill, who won a bronze medal in the Olympics, now counsels athletes in Jonesboro, Arkansas. He told reporter Richard Carvell about the attitude he often finds.

SOME RESULTS OF OUR 'SPECIAL TREATMENT' OF ATHLETES

HILL: The attitude's leaning more towards "something for nothing" type deal: "I want to be good, I want to be great, and I feel that if I do my thing in my sport, I won't need the degree; I can use the college as sort of a showcase, a display window, and they can see my talents and then scoop me up from there, give me a lot of money, and then I can live happily ever after." I feel they do. I think a lot of them assign competing in athletics a number one priority. And I think they should really think about that, and, you know, sort of seriously try to reconsider what they've done because I don't think athletics is the number one priority. I think, number one, this is an institution of higher learning, not an institution of sophisticated athletics, although athletics is a very important part of it, but that's not the sole reason the institution is here. This is the thing I've got to make the athletes see today, that the athletic success is not enough in itself, that you need something to back it up with; and the academic success is the thing that they

need.

BLAIR: Thomas Hill, an athletic counselor in Jonesboro, Arkansas, talking with Richard Carvell of station KASU, Jonesboro.

MERROW: Want some more advice? Here's what Mickey Holmes, the Commissioner of the Missouri Valley Athletic Conference, told Bob Greenberg about keeping winning and losing in perspective.

THE NEED TO KEEP WINNING AND LOSING IN PERSPECTIVE

HOLMES: I am not an exponent of the Lombardian philosophy which in effect says, "Win at all costs." I think that there are other very, very tangible benefits that can come from participation, come from competition, and really, when you get right down to it, not everyone can be a winner anyway. So why don't we emphasize these tangible as well as intangible aspects of participation and competition that lead to the development of an individual; because I think that, that if we have athletics, if we have sport in a proper perspective, this side of the professional level -- I'm not going to talk about professionals, that's a totally different aspect -- if we have it in the proper perspective, we're talking about educational values. And really, when you get right down to it, while we might be to some extent in the entertainment business, our basic reason for existing has to be the educational aspects of it all.

BLAIR: That advice from Mickey Holmes, Commissioner of the Missouri Valley Athletic Conference. He was talking with reporter Bob Greenberg of station WBEZ, Chicago.

MERROW: Maybe that's enough advice, and enough about money, and winning, and losing. Let's go back to school for a while and resume our hunt for the new phys ed, with its increased emphasis on participating.

BLAIR: But remember that doesn't mean that winning isn't important or fun.

MERROW: Reporter Fred Berger went to a junior high school in West Lafayette, Indiana, and asked Roger Tolman, the basketball coach, whether he was trying to develop varsity basketball players, or well-rounded citizens.

GOAL: WELL-ROUNDED PLAYERS OR WELL-ROUNDED CITIZENS

TOLMAN: Well, somewhat both. I think for the most part, you're interested more in trying to developing for the possibility of playing in high school. But at the same time, you try to go into some sportsmanship, and whatever, as far as making the total individual.

BERGER: How much time do the students put into their involvement into the sport?

TOLMAN: Well, a lot of it's up to them how much they put in on their own, and that's...the player that puts the most time on their own is going to be the one that improves the most. But as far as my basketball program, we go for an hour and a half a day when we practice.

BERGER: Do you have any, any girls in any of your programs?

TOLMAN: Any girls? No.

BLAIR: That basketball coach, Roger Tolman, was interviewed for OPTIONS IN EDUCATION by Fred Berger, WBAA, West Lafayette, Indiana.

MERROW: Winning counts. And the varsity team seems to take top priority, at least in basketball-mad Indiana. But how about in a small town? Reporter John Ydstie went to Mayville, North Dakota, population 2,554, to find out what role sports play in small town America.

HOW ATHLETICS RATE IN MAYVILLE, NORTH DAKOTA

STUDENT: I like this town, you know, I really like it a lot, but I think it has its faults too. I think, for instance, probably the biggest one that means the most to me right now is I'm a football captain this year, and I think our town's reputation very greatly rides on the success of our high school athletics. And, you know, that's...it's a game, it's not a business. It seems like our town is, you know, gotten its name and everything through athletics. At least, that's the way it seems to me.

YDSTIE: Do you feel pressure?

STUDENT: Yeah, definitely. I mean it's just, it's win, or just don't do it at all. It's either win or nothing.

STUDENT: The reputation of the town does ride too much on the sports. We've always had our great, you know, team going to state and music and things, and we've got a debate state champion and everything, you know; and you never hear about them, really; you always hear about how great we are in sports. But we also got a lot of other things. And like at our school, a lot of other departments are very lacking because of our athletic program has all the latest equipment.

STUDENT: For me, you know, fun is sports. I, you know,I'm really up on sports. I think that, you know, physicalness and all that stuff. There gets to be rivalry between the towns: during the season, you're almost afraid to go to a next door town unless you have a gang, you know, along to take care of yourself. But I think, you know, if you'd, you know, reduce the rivalries so you'd get, you know, friendship between the towns, that would help a lot too.

STUDENT: Hillsboro is our rival town, see, and a lot of people just hate Hillsboro because they're our rivals. You know, once you get to talking to those guys, they're really pretty good guys, you know. And I think a lot of us have found that out, once you start talking to them. We're flexible to change our minds. We're not...we don't hate them. They're just as good as any other human being, you know.

STUDENT: I think that it's, you know, really too important in this town. You know, if you're a good athlete, well then you've got it made. You don't, you know, you can almost be flunking out and it doesn't matter. I don't think that's right.

STUDENT: You know, if somebody's a starter on the basketball team or something, like if he'd miss practice or something, you know, everybody in town that would hear about it would just gasp and think, you know, man, he's really letting down the town. And I think that's carrying it a little bit too far. And another thing, it seems like our teaching staff is more centered around athletics than around teaching. I mean, you never hear somebody say, "Who's going to be the English teacher next year?" You know, you just hear them say, "Who's going to be the basketball coach?" or "Who's going to be the football coach."

STUDENT: About three years ago when we won Class B basketball in the state, you know, we got back and a great big car lineup waiting for us way out by Cooperstown Findley, and we had banquets,everybody won a silver, a meal or something, you know. And these past two years when we didn't do as well, you

know, nothing, so.... It's like they have more fire than some of the kids do.

STUDENT: Teachers, you know, they kind of give you a snub if you even act like you're going to quit sports here. Now, I'm not even thinking of going out for sports in college because it's just too much of a hassle. They're just winning all the time and not having any fun. Cause last year I tried to have fun playing football, and I didn't play hardly at all.

WOMAN: No, but it is prestigious to be an athlete; it is not prestigious in our school to be a student. Why is that?

STUDENT: How am I supposed to know?

WOMAN: Because you are a student and you are an athlete also, and it isn't far more self-satifying to you in terms of, of prestige and status -- the athletic part of it. Whether you get a four point average every time or not...

STUDENT: That doesn't bother me too much if I get a four point because I don't really have to work at it that hard, you know. But to get something in athletics, you really...that's a lot of work, you know.

STUDENTS: (Sounds of football practice)

BLAIR: That report on sports in Mayville, North Dakota, a town with a population of 2,554 from John Ydstie, station KCCM, Moorehead, Minnesota.

MERROW: And finally, let's rejoin Wendy at the Fairfax High School in Fairfax, Virginia, talking with kids, and with PE teachers Patricia Jones, Ann Bellos, and Al McCullock.

FAIRFAX HIGH SCHOOL IN FAIRFAX, VIRGINIA

JONES: I think our emphasis on role-playing activities should be, oh, just as high as we can possibly get it, and it isn't. And I don't know if it's a result of just traditional thinking in that people who are presently teaching physical education are all of that old school, or whether it's an equipment problem, or a space, a financial problem. I don't know what it is, but...

MCCULLOCK: And we have a tendency to go with the activities that we've been, you know, used to all these years, and with the exception of a few, and it depends on where you put your emphasis I guess in your program. If you all of a sudden, maybe, you know, got an instructor that was big on camping, then maybe the program would start in camping. It's just like gymnastics, you know, if you have an instructor that's really big in gymnastics, you go kind of big in gymnastics, so it's really...

BLAIR: ...time as far as sports go, or do you, are you...?

STUDENT: I like to play tennis. I usually play a lot of tennis, and we play volleyball outside in my front yard sometimes with the neighborhood, and that's about it.

BLAIR: What's your interest in phys ed? I'm trying to get at whether there's a change in the way people think about their bodies and sports and stuff. Is there more emphasis, you think nowadays, on being healthy, in trying to stay in shape, and that sort of stuff, or not?

STUDENT: Yeah, I think there is more emphasis, cause you hear a lot, you know, you have to stay in shape if you want to keep your health, and stuff like that. So, I guess...

BLAIR: Do you get that in school, or do you get it more outside from television, and parents, and things like that?

STUDENT: More outside, you know...

JONES: I think too many people feel that we are here in an elective program to give the student exactly what he wants, which is not always what he needs. Because if that were the case -- as it is unfortunately in some cases -- some students would take the same activity over and over and over. And in my way of thinking, that's not giving a student a balanced program, anymore than giving him spaghetti everyday is giving him a balanced lunch.

BLAIR: Is there any carryover, just in the private life, more emphasis on physical fitness among, you know, just grade niners, and teners, and eleveners, people being more active physically, in better shape, thinner, more healthy?

JONES: I like to hope so, although when I look at some of my classes, I wonder. I see so many students who are overweight, who have tight muscles, and couldn't possibly touch their toes if they wanted to. And I sometimes wonder what are we doing? And I really think, sometimes, this is a result of the fact that we have just kind of given them a ball in too many cases, and said play! And we haven't gone into things that will give them....

BELLOS: ...can be done at home or after school. I mean, so what? Any kid can get out and run and play and get exercise, and that's all that's important. But these people don't realize that there's more to physical education than just running and playing. That it's -- as we've talked about many times -- it's preparation for lifetime sports, and physical fitness which is the most important thing that there is. If you don't have your good health and strength...

STUDENT: I don't know, it's just fun, and skill, instead of laying around all the time, you know. Like sometimes, I lay around. Feel like playing tennis, I go play tennis.

STUDENT: Cause you get, or you get like a daily exercise. You don't, like what Lisa said, sometimes, she just doesn't do any exercises, you know.

BLAIR: What's your own attitude for when you get to be an adult? How do you think you're going to be as far as active or inactive? Do you think you'll just lay around and drink beer, or...?

STUDENT: No, I think I'll, you know, I think I'll always play tennis cause I really like it. You know, you get a lot out of it, a lot of fun, exercise and stuff. It's better than laying around, you know.

MERROW: Three PE teachers, and some students at Fairfax High School in Fairfax, Virginia.

BLAIR: The new phys ed. Is it an idea whose time has come?

MERROW: Has it come to your schools? Ask you kids what they do in PE class.

BLAIR: Or better yet, take the time to go to PE class and watch.

MERROW: If it's a new phys ed class, the teacher may invite you to join in.

BLAIR: So wear your jogging shoes.

* * *

MERROW: Material for this program came in part from John Ydstie, KCCM, Moorehead, Minnesota; Steve Jensen, WKAR, East Lansing, Michigan; Dave Garick and Jim Waltermire, both of WOSU, Columbus, Ohio; Richard Carvell, KASU, Jonesboro, Arkansas; Bob Greenberg, WBEZ, Chicago; Fred Berger, WBAA, West Lafayette, Indiana; Scott Simon in Chicago; Carolyn Barnett in College Park, Md.; and Tom Looker in Springfield, Massachusetts.

BLAIR: If you'd like transcripts of this week's program on the "New Phys Ed," and last week's report on "Women in Phys Ed," send $1.00 to National Public Radio -- Education, Washington, D.C., 20036. The two cassettes cost $10.00.

MERROW: While you're at it, ask for our program guide with our schedule for the next few months, broadcast times around the country, and a list of back transcripts. That's free.

BLAIR: The two transcripts cost $1.00; the two cassettes $10.00.

MERROW: Here's the address again: National Public Radio -- Education, Washington, D.C., 20036.

BLAIR: Ask for program numbers 99 and 100 --"Phys Ed"-- and please tell us the call letters of your local NPR station.

MERROW: OPTIONS IN EDUCATION is a co-production of National Public Radio and the Institute for Educational Leadership of The George Washington University. Principal support for the series is provided by the National Institute of Education. Other funds are provided by Carnegie Corporation of New York, and the Corporation for Public Broadcasting.

BLAIR: OPTIONS IN EDUCATION is written and produced by John Merrow. The Assistant Producer is Katharine Ferguson. David Selvin is the Acting Assistant Producer. Technical assistance by Maury Schlesinger, Andy Rosenberg, and Bob I'm Wendy Blair.

* * *

MERROW: I'm John Merrow, and this is NPR -- National Public Radio.

* * *

MUSIC CREDIT: "Mr Touchdown, USA"; The Greatest College Football Marches, by Vanguard. VSD 29-30.